**Technology Curriculum Project**

**The Middle Ages 500-1400 AD**

**Grade 5 Social Studies**

**By**

**Jane Grinstead**

**Heather Mazerolle**

** **

**ED 5553**

**Scott Parks July 6, 2012**

**Facilitators Guide**

The unit we chose to cover for this assignment is The Middle Ages, from the grade 5 Social Studies curriculum. This subject is always a favourite with students and adding technology to it enhances the learning, the choices and their engagement. The unit covers an introductory (hook) lesson plan, and six sequential lesson plans that will take a month to six weeks when Social Studies is taught twice a week. We have also included assessment strategies and rubrics, as well as a wide variety of technology resources.

Instructional strategies vary from lesson to lesson but they incorporate whole class, small group and pair or independent activities and lessons. Students can show what they know in many different forms during this unit - artwork, writing, projects, glogsters, timelines, videos, blogs, power point and digital storybooks. Students will have an opportunity to showcase their work in the final event of the unit the Medieval Fair.

Background Historical Information for the teacher:

The Medieval Period was an age of wars and conquests. Some wars were fought to gain more territory, while others were wars of religion, fought between people of differing faiths in an age when religion dominated most people’s lives. At this time China’s civilization was far in advance of the rest of the world. Africa and America saw the emergence of strong, well-organized empires based on trade, while the spread of Islam from Arabia across the Middle East and into North Africa and Spain brought a new way of life to a vast area.

During the Middle Ages, ordinary people lived simply, as farmers in villages or as craftworkers in towns. Many built their own houses, made their own clothes and grew their own food. Poor people obeyed local landowners or lords, who in turn served a more powerful king or emperor. The rulers ordered castles and palaces, temples and cathedrals to be built. These huge stone buildings often took many years and even centuries, to construct.

Few people travelled far from their homes. Those who did venture into foreign lands included merchants, soldiers and a few very bold explorers who wrote accounts of their travels. Few people could read or write and learning was passed down by word of mouth or in ballads. (p.62-63, Encyclopedia of World History 2003)

**Student Participation Rubric**

|  |  |
| --- | --- |
| **Level** | **Student Participation Descriptor** |
| **Level 4** | Student consistently contributes to class discussions and activities by offering ideas and asking questions. |
| **Level 3** | Student usually contributes to class discussions and activities by offering ideas and asking questions. |
| **Level 2** | Student sometimes contributes to class discussions and activities by offering ideas and asking questions. |
| **Level 1** | Student rarely contributes to class discussions and activities by offering ideas and asking questions. |
| **Level** | **Understanding of Concepts Descriptor** |
| **Level 4** | Student shows a thorough understanding of all concepts and consistently gives appropriate and complete explanations independently. No teacher support is needed |
| **Level 3** | Student shows a good understanding of most concepts and usually gives complete or nearly complete explanations. Infrequent teacher support is needed. |
| **Level 2** | Student shows a satisfactory understanding of most concepts and sometimes gives appropriate, but incomplete answers. |
| **Level 1** | Student shows little understanding of concepts and rarely gives complete explanations. Intensive teacher support is needed. |
| **Level** | **Communication of Contents Descriptor** |
| **Level 4** | Student consistently communicates with clarity and precision in written and technological activities and products. Student consistently uses appropriate terminology and vocabulary in all media. |
| **Level 3** | Student usually communicates with clarity and precision in written and technological activities and products. Student usually uses appropriate terminology and vocabulary in most media. |
| **Level 2** | Student sometimes communicates with clarity and precision in written and technological activities and products. Student sometimes uses appropriate terminology and vocabulary in some media. |
| **Level 1** | Student rarely communicates with clarity and precision in written and technological activities and products. Student rarely uses appropriate terminology and vocabulary in media. |

**Timeline – Rubric**

DIRECTIONS: This form is designed to help you evaluate student-created time lines. Read each statement below. Then indicate from the following rating scale the score which best reflects your assessment of the student's or group's work.

1=Weak 2=Somewhat Weak 3=Average 4= Strong 5=Very Strong

1. The time line has a title, dates, and labels.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 |

2. Time line accurately shows the passage of time.

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 |

3. Any artwork on the time line is appropriate and carefully executed.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 |

4. The time line is clean and neat, and the information on it is well organized.

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 |

5. Time-line entries are accurate and appropriate to the time line's topic.

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | 1 | 2 | 3 | 4 | 5 |

6. Entry captions contain appropriate and accurate information.

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|  |  | 1 | 2 | 3 | 4 | 5 |

7. The spelling, punctuation, and grammar on all labels and captions are accurate.

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8. The time line has a variety of media for the events being depicted.

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9. The time line meets the requirements of the assignment.

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|  |  | 1 | 2 | 3 | 4 | 5 |

10. Overall, the final result represents the students's full potential.

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|  |  | 1 | 2 | 3 | 4 | 5 |

Additional Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RUBRIC—THE MIDDLE AGES PROJECT**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOPIC: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group (if you had one): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **4** | **3** | **2** | **1** |
| **Use of class**  **Time** | Used class time well during each class period. Focused on getting the project done. Never distracted others. When working with partner, work evenly divided. | Used class time well during each class period. Usually focused on getting the project done and never distracted others. Partner work fairly evenly divided. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. Partner work was poorly divided. | Did not use class time to focus on the project, OR often distracted others. Partner did most of work. |
| **Required**  **elements** | Includes all necessary information. Provides accurate information and content. Solid understanding of the concepts/material is demonstrated.. | Includes many key pieces ofinformation. Nearly all of the information provided is accurate. Demonstrates good understanding of the concepts/material. | The main essay includes nearly all necessary information. Some pieces of information provided are inaccurate. Demonstrates fair understanding of the concepts/material. | Several required elements were missing in the **essay**. Many pieces of information are inaccurate. Demonstrates little understanding of the concepts/material. |
| **Understanding and communication** | Solid understanding of the concepts/material is demonstrated.  Communication skills are strong. | Demonstrates good understanding of the concepts/material.  Communication skills are good. | Demonstrates fair understanding of the concepts/material.  Communication skills are fair | . Demonstrates little understanding of the concepts/material.  Communication skills are weak |
| **Grammar/** | Grammar, spelling, and punctuation are nearly perfect. | Few errors in grammar, spelling, and punctuation. | Several errors in grammar, spelling, and punctuation. | There are MANY errors in grammar, spelling, and punctuation. |
| **Creativity** | Creative product is extremely clever and presented with originality. A unique approach that truly enhanced the project. | Creative product is clever in parts; thoughtfully and uniquely presented. | A few original touches were added to enhance the creative product but did not incorporate them throughout. | Little creative energy used during this project; was bland, predictable, and lacked “zip.” |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Self-Evaluation of Final Project** | | | | | |
|  | **5** | **4** | **3** | **2** | **1** |
| Followed Directions | Followed all  directions.  Always on task  Completed all  the activities  on time. | Followed the  Directions  On task most of the time  Completed the  activities on  time. | Followed the  directions but  had to be  reminded to  stay on  task.  Completed  most of the  activities on  time. | Did not follow  all the  directions  Was frequently  off task.  Did  not complete  most of the  activities. | Did not  understand  the directions  so did not  know what to  do. |
| Work Habits | We worked  cooperatively  throughout the  task.  We shared  responsibilities | We worked  cooperatively  throughout the  task but we  did not share  out  responsibilities  equally. | We worked  together most of the time to  finish  our task. | We could not  agree on what  we should do,  so we wasted  time. | We played  around  instead of  working on our  project. |
| Research | Found all the  information  needed  independently. | Found most of  information  independently | Found some of the information independently | Found some of  he information  needed. | Was unable  to find the  information  needed. |
| Completion of Project | Completed task.  successfully.  Work and creative  activities are  carefully  detailed.  Finished  project on  time. | Completed task.  Work and creative  activities were not  as detailed, but  completed. | Completed task but was rushed.  Fewer activities were completed | Activities were not very creative, well planned , or completed. | Just  beginning to  understand  the task. The  project is  incomplete. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Presentation Rubric:\_\_\_\_\_\_\_\_\_\_\_\_Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | Peer Evaluation of Middle Ages Presentation | | |  |  |
|  | **1** | **2** | **3** | **4** | **Total** |
| **Organization** | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |  |
| **Subject Knowledge** | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |  |
| **Graphics** | Student uses superfluous graphics or no graphics | Student occasionally uses graphics that rarely support text and presentation. | Student's graphics relate to text and presentation. | Student's graphics explain and reinforce screen text and presentation. |  |
| **Mechanics** | Student's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |  |
| **Interaction** | Student reads all of report with no eye contact.  Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. | Student occasionally uses eye contact, but still reads most of report.  Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student maintains eye contact most of the time but frequently returns to notes.  Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student maintains eye contact with audience, seldom returning to notes.  Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |  |
|  |
|  |  |  |  | **Total Points:** |  |

References:

Websites Noted in Lesson Plans:

<http://www.educationworld.com/a_lesson/lesson156.shtml>

<http://listverse.com/2007/09/22/top-10-inventions-of-the-middle-ages/>

<http://scholar.chem.nyu.edu/tekpages/Subjects.html>

<http://en.wikipedia.org/wiki/Medieval_technology>

<http://scholar.chem.nyu.edu/tekpages/Timeline.html>

[*http://edsitement.neh.gov/lesson-plan/not-everyone-lived-castles-during-middle-ages#sect-activities*](http://edsitement.neh.gov/lesson-plan/not-everyone-lived-castles-during-middle-ages#sect-activities)

<http://www.historyforkids.org/learn/games/games.htm>

<http://www.historyforkids.org/learn/medieval/games/index.htm>

<http://www.middle-ages.org.uk/entertainment-middle-ages.htm>

<http://www.medieval-life.net/games.htm>

<http://www.kathimitchell.com/middleages.htm>

<http://www.imaginon.org/fun/whippingboy/createacoatofarms.asp?themeid=2&activityid=8>

<http://www.timerime.com/>

<http://medievaleurope.mrdonn.org/heraldry.html>

[www.pbs.org/wgbh/nova/lostempires/trebuchet/destroywave.html](https://exchange.nbed.nb.ca/owa/,DanaInfo=exchange.nbed.nb.ca,SSL+redir.aspx?C=f603235c0b044535a23ac288621da3f9&URL=http%3a%2f%2fwww.pbs.org%2fwgbh%2fnova%2flostempires%2ftrebuchet%2fdestroywave.html)

Books:

*Children and Games in the Middle Ages* by Lynne Elliott

*Women and Girls in the Middle Ages* by Kay Eastwood

*Science and Technology in the Middle Ages* by Joanne Findon and Marsha Groves

*Medieval Towns, Trade and Travel* by Lynne Elliott

**Hook Activity Lesson Plan**

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| **Materials** | **3D castle or pictures of castles**  **Town crier bell, large scroll with message (see additional notes below this lesson plan), laptops for each table, smart board, list of medieval fair activities copied on chart paper or smart board, access to Google image and video sites, pre- made cards with fair activities printed on them.** |
| **Introduction** | **Enter the King ringing a bell, stands regally and unrolls the scroll announcing the contents loudly and with gusto “Hear Ye, Hear Ye” Remind the teachers in the room to put their grade 5 hats on! As each event for the fair is read the Queen shares a power point slide that corresponds with that event.** |
| **Engagement and lesson** | **When the reading of the scroll is completed, pass out a card to each person in the class which has the following events and descriptions on them.**  **Peasant dance around the maypole**  **Medieval Music and instruments**  **Clothing for the nobility or knights or peasants(serfs)**  **Castles**  **Jester- public speaking**  **Jousting**  **Sword fight**  **Medieval banquets**  **Child games**  **The Black Death**  **Medieval Art**  **Archery**  **The class is then allowed to go on Google images and videos to find a picture or short video that represents their card.** |
| **Closure** | **After 5 minutes students will be told that if this was done in the classroom setting, they would then be asked to add it to a class presentation webpage, blog or glogster. They would also be told that at the end of this unit they will be in charge of one aspect of our fair which will be held outside in May/June. Other classes and parents will be invited.** |
| **Text of the Scroll** | **“ Hear Ye Hear Ye, All loyal subjects of grade 5, Let it be known that in the merry month of May there will be a Medieval Fair on the spacious grounds of our school playground. There will be jesters … feasting….castle tours….music……jousting….sword fights…archery…. art…..and games for all those who have successfully completed their projects and who have not succumbed to That Evil Plague. All peasants, knights, lords and ladies are to attend this May in the Year of our Lord 1236. God Save the King!!** |

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| **Lesson one- the Middle Ages timeline Grade 5 Social Studies** | |
| **Curriculum Outcomes** | 5.2.1- Explain how place and geographic features influenced the development of an ancient society.  Students will explain how important events and people in the middle ages significantly influenced the time period.  Technology Outcome-*By the end of grade 6, students will have achieved the the outcomes for entry grade 3 and will also be expected to: operate a range of technological systems and determine the skills and capabilities they would need to engage in projects and activity, and plan ways to acquire them.* |
| **Content**  **To be learned** | - Students will be able to construct a personal timeline and then a timeline for the middle ages using technology  -Students will be able to distinguish the important events that to be included in a summary of middle ages events by creating a timeline. |
| **Materials and Resources** | Encyclopedia of World History  <http://www.timerime.com/> In timerime students can create timelines that can include text, images, audio and video  paper, markers  examples of other timelines |
| **Time** | 3- 50 minute periods |
| **Prior Knowledge** | Students have already finished a month of lessons on how place and geographic features influenced the development of an ancient society. As well they have learned how place and environment affected, and were affected by, the lifestyles of an ancient society.(Roman, Mayan, Greek) |
| **Concept Development** | To introduce this first lesson I will model the creation of my own personal timeline on the whiteboard or chart paper- showing them what events have been important in my life. Students will then begin to create their own on paper. They will share with others and then revise. As a closure activity we will discuss as a whole class the similarities and some of the differences we have in all of our timelines.  In the next period the class to look through middle ages resource books and websites to gather important dates for their timerime. We will discuss the significance of the battles, Vikings and the black death as well. |
| **Practice** | In the last period I will share on the smart board with them some of the completed timerimes they have on that site. Students will watch the tutor video together and then have the rest of the class to create their timerime. |
| **Assessment** | Students will be assessed using the Student Participation Rubric, Understanding of Concepts Rubric and a Timerime Making Rubric which are attached to the beginning of this unit plan |
| **Differentiation** | Students who need less work and at a lower level will concentrate on just their personal timeline first on paper and then on a word document. They can partner with other students or an EA to create a timerime together. Students needing enrichment will add more features (video, audio) to their timerime. |
| Additional notes and  comments | More time may be needed than allotted to find the key events during the middle ages and more whole class discussion may be needed to explain key concepts.- Jane Grinstead |

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| Lesson two- Communicating Social Class- Heraldry | |
| **Curriculum Outcomes** | Outcome 5.3.1- an examination of the social structure of the chosen society from the middle ages  Technology outcome-*By the end of grade 6 students be expected to communicate ideas and information through appropriate technical means* |
| **Content to be learned** | - Students will learn of the impact of status of one’s birth family on one’s life role and that their lifestyle was influenced by his/her role within the social structure  - Students will learn about Heraldry and Coats of Arms as a means of communicating important ideas or for identifying certain classes of society  - Students will navigate a creative internet site that lets them create their own personal Coat of Arms |
| **Materials and Resources** | <http://www.imaginon.org/fun/whippingboy/createacoatofarms.asp?themeid=2&activityid=8>  classroom texts including First Encyclopedia of History- Usborne Internet-linked  websites of various coats of arms by google images searches  <http://medievaleurope.mrdonn.org/heraldry.html> |
| **Time** | One 50 minute period |
| **Prior Knowledge** | Students will have already learned the basics of the feudal system and the classes of society and their status. They will need to learn that only a very few people in the middle ages could read or write. Pictures and other visual aids were essential for identification of occupations and families. |
| **Concept Development** | After students have spent about 15 minutes searching google images and the heraldry sight above for pictures of actual coats of arms they will be directed to the [www.imaginon.org/](http://www.imaginon.org/) fun site where they will read information and then create a Coat of Arms of their own. |
| **Practice** | Students will have the rest of the period to create their Coat of Arms and then print it(hopefully to a colour printer. The printed out coat of arms comes complete with a detailed explanation of what the colours, charge, mantling and the supporters chosen all mean. These can be displayed on a bulletin board or on a glogster or teacherwebpage to be shared online. |
| **Assessment** | Students will be assessed by their engagement in the task, how they describe their coat of arms to others and the finished printed Coat and Blazon. Students should be able to use the correct heraldry terms in their descriptions. |
| **Differentiation** | Peer helpers to work with students who will need help to read and follow directions to create the coat of arms. Students who finish early can create a second one for their family name/ parent occupation |
| Additional notes/comments | These coats of arms can be drawn on cloth or cardboard for display later during the medieval fair and sporting events.  Jane Grinstead |

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| Lesson Three : Society and Life Style | |
| **Curriculum Content** | 5.3.2 Examine the diverse lifestyles within a society from the middle ages.  At the end of this unit, students should understand that   * A person’s lifestyle was influenced by his/her role within the social structure |
| **Content to be Learned** | Students will learn about:   * A day in the life of a child * A day in the life of a peasant * A day in the life of a noble   Students will become familiar with:   * Life style in the Middle Ages * Games of the Middle Ages * Games that continue to played today |
| **Materials and Resources** | *A link that provides details for the teacher to lead the discussion about the societal ranks:*  [*http://edsitement.neh.gov/lesson-plan/not-everyone-lived-castles-during-middle-ages#sect-activities*](http://edsitement.neh.gov/lesson-plan/not-everyone-lived-castles-during-middle-ages#sect-activities)  *Resources for the students:*  *Children and Games in the Middle Ages* by Lynne Elliott  *Women and Girls in the Middle Ages* by Kay Eastwood  <http://www.historyforkids.org/learn/games/games.htm>  <http://www.historyforkids.org/learn/medieval/games/index.htm>  <http://www.middle-ages.org.uk/entertainment-middle-ages.htm>  <http://www.medieval-life.net/games.htm> |
| **Time** | 2 to 3 – 50 minute periods  1 for discussion and research  1-2 lessons to complete their technology presentation |
| **Prior Knowledge** | Students are now familiar with:   * Timeline of the Middle Ages * The purpose of the Coat of Arms |
| **Concept Development** | * Students will have a whole class discussion about society today, identify the social classes. * In their table groups students will brainstorm what they think society was like in the Middle Ages.   Students will use the resource books available and the provided internet sites to research and learn about the lives of the different social classes as well as games and recreation activities that were popular   * Compare common perceptions of medieval Europe with the realities of life during that period in history * List elements of the daily lives of various classes of people living in medieval Europe |
| **Practice** | Each table group will select a rank and develop a technology presentation to demonstrate their understanding of societal ranks.  Students will select from a variety of potential presentation forms such as:   * WoBooks * PowerPoint * Blabberize * Or approved form of their choosing |
| **Assessment** | Students will help create a rubric to evaluate their technology presentations. |
| **Differentiation** | Students will be working with their table groups; meaning that support is in place to assist anyone who may be experience any difficulty. |
| Additional notes  And comments | The presentations will be uploaded to the Teacher page for viewing at home. Students will present their information at the Medieval Fair to be held at the conclusion of the Unit of Study.  H. Mazerolle |

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| Lesson Four : Middle Ages Inventions | |
| **Curriculum Content** | 5.2.1 Explain how place and geographic feature(s) influenced the development of an ancient society   * Focus on how inventions were created and their influence on society past and present |
| **Content to be Learned** | Students will become familiar with the types of technology that existed in the Middle Ages. Students will also research and become familiar with the top inventions/technologies of the 21st century |
| **Materials and Resources** | *Resource Books:*  *Science and Technology in the Middle Ages* by Joanne Findon and Marsha Groves  *Medieval Towns, Trade and Travel* by Lynne Elliott  Websites:  <http://listverse.com/2007/09/22/top-10-inventions-of-the-middle-ages/>  <http://scholar.chem.nyu.edu/tekpages/Subjects.html>  <http://en.wikipedia.org/wiki/Medieval_technology>  <http://scholar.chem.nyu.edu/tekpages/Timeline.html> |
| **Time** | 2 to 3 - 50 minute periods |
| **Prior Knowledge** | Students will now have an solid understanding of the societal structure of the Middle Ages based on the three previous lessons |
| **Concept Development** | Students have become familiar with the routines and the expectations of the unit. The lesson will begin with a focus discussion on inventions.   1. What is an invention 2. Turn to your elbow partner and discuss one invention that you would not be able to live without. 3. All students log-on to our class blog and share the invention that they would not be able to live without. 4. Based on their current knowledge of the Middle Ages, with their table groups, discuss what they think some of the technology(inventions) might have been 5. Students browse the website in partners and create a list of the technology they can find. 6. Sharing and selection of inventions for choice bag. |
| **Practice** | 1. Students pair up and select a technology from the choice bag and research so that they can share their information with the class and at the Medieval Fair. Students may choose how they want to share their knowledge Computer or poster) 2. The sharing of the inventions |
| **Assessment** | Formative Assessment: As students are working with their partners, the teacher will check in and discuss the progress and document on note cards the students’ understanding and progress |
| **Differentiation** | Ensure that students who require extra help and support are paired with a student who can support them. |
| Additional notes  And comments | * These assignments will be posted on the teacher page. Information will also be posted about the learning journey on the blog. The technology/invention projects will be part of the Medieval Fair at the end of the unit. * Ensure that the technologies/inventions selected are appropriate for age/grade/ and maturity level   H. Mazerolle |

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| Lesson five- Living in a Castle | |
| **Curriculum Content** | 5.3.2- Examine the diverse lifestyles within a society from the middle ages. The discussion of lifestyle needs to remain related to social structure. The key is to identify lifestyles associated with various roles within the social structure and to compare and contrast these lifestyles.  Technology outcome-*By the end of grade 6 students will have achieved the outcomes for entry to grade 3 and will also be expected to generate ideas to consider and solve problems using technology, record and report their information and conclusions and use tools to generate information and understanding.* |
| **Content to be Learned** | -Students will learn the connection between the class role and their environment (home).  -Students will evaluate the quality of life from the perspective of various roles within a medieval social structure  -Students will learn how to navigate a virtual tour of a castle  -Students will acquire knowledge about the structure of a castle, the need for defense of the castle and the people who lived in a castle  \_students will play an online game to defeat a castle |
| **Materials and Resources** | Books, photos and diagrams of castle as well as a 3D model of one    [www.kathimitchell.com/middleages.htm](https://exchange.nbed.nb.ca/owa/,DanaInfo=exchange.nbed.nb.ca,SSL+redir.aspx?C=f603235c0b044535a23ac288621da3f9&URL=http%3a%2f%2fwww.kathimitchell.com%2fmiddleages.htm)Destroy the Castle- [www.pbs.org/wgbh/nova/lostempires/trebuchet/destroywave.html](https://exchange.nbed.nb.ca/owa/,DanaInfo=exchange.nbed.nb.ca,SSL+redir.aspx?C=f603235c0b044535a23ac288621da3f9&URL=http%3a%2f%2fwww.pbs.org%2fwgbh%2fnova%2flostempires%2ftrebuchet%2fdestroywave.html) |
| **Time** | 2 – 50 minute periods |
| **Prior Knowledge** | In the Middle Ages (500-1000) years ago, kings and lords in Europe often fought each other for land. They built castles with strong, stone walls to protect themselves from their enemies. A lord lived in his cstle with his family and all his soldiers and servants. |
| **Concept Development** | Students will have a whole class discussion about what they already know about castles, this will be recorded on chart paper or on the smartboard. They will also have a chance to see many actual pictures of castles in books and online. In small groups students should create a list of the similarities between castles and the reasons they think they are the same. Then in pairs they will use the Usborne quicklink above to take a virtual tour of a castle 3D drawing. There are also virtual tours online of certain real castles such as Warwick Castle. They must keep a record of the various sections of a castle and what and why they were used for. These will be group shared on the second day and the teacher will note the commonalities of each pairs findings. On the second day students will go to the kathimitchell site above to further gain knowledge in this area. Students will choose one area of the castle to become an expert in to write a report/blog or design a glogster for. |
| **Practice** | Students will navigate the websites for more information and then play the game above that allows them to try and defeat a castle’s defenses. |
| **Assessment** | Students group gathering of information and pair lists will be used for assessment as well as their “expert” presentation they create or write. |
| **Differentiation** | Groupings and pairs allow for all students to be involved- students who need enrichment will create power points or blogs on the class information given and compiled |
| Additional notes  And comments | The best virtual tours of castles can be later used for parent sharing and giving tours during the medieval fair.  By: Jane Grinstead |

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| Lesson Six – Project Work and Research | |
| **Curriculum Content** | 5.2.1 Explain how place and geographic feature(s) influenced the development of an ancient society  5.2.2 Describe how place and environment affected, and were affected by, the lifestyles of an ancient society |
| **Content to be Learned** | Students will choose from the following topics related to Medieval Ages:   * Knights * Communication * Music * Clothing * Literature * Housing * Food * Art |
| **Materials and Resources** | * Various books related to Medieval Times found in the classroom and the library * Websites that the students find * Websites that are provided   <http://www.kathimitchell.com/middleages.htm#Technology> |
| **Time** | A maximum of 4 classes with uncompleted work being completed during recess, lunch and/or at home |
| **Prior Knowledge** | Students have now spent several weeks immersed in learning about specific aspects of Medieval Times. |
| **Concept Development** | Students will have the option to choose a subject of interest. They will decide if they want to work in a small group(2 -3) or independently. |
| **Practice** | Students will research their chosen topic and decide how they are going to share their knowledge with their classmates; keeping the Medieval Fair in mind. Students may choose to use technology to complete this assignment. |
| **Assessment** | Students will complete a self-evaluation of their projects. Peers will complete a peer review during presentations. Teacher will complete a rubric as well. |
| **Differentiation** | Ensure strategies, accommodations and modifications are in place to support all learners. |
| Additional notes  And comments | Preparation for Medieval Fair.  H.Mazerolle |